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ABSTRACT

This paper explores many aspects of international travel and study programs, focusing on the part played by such travel programs in the development of higher and adult education. The paper notes the roots of travel/study combinations in the Chautauqua model and the expansion of choices and formats for study abroad in recent times. The increasing numbers of non-credit, post-compulsory programs are described, as is the continuing development of college and university for-credit programs. The concepts behind the growth in credit and non-credit programs are outlined; these include the value of cross-cultural experience, environmental concerns, the global economy/society, and international understanding. A table is presented that compares the merits, value, and importance of a study abroad experience with such programs' challenges, problems, and actions. Also described are such lifelong values and opportunities gained from international experiences as cultural sensitivity, social and professional polish, wider personal horizons, and improved career opportunities. Finally, the implications of the study abroad movement are discussed: the continued expansion projected for the future, and benefits for development of a "world class" work force. Suggestions for obtaining information on all the possible activities are emphasized. (39 references) (JB)

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International Travel and Study Programs
A Preliminary Exploration
from a Traditional and Non-traditional,
Credit and Non-Credit Perspective

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International Travel and Study Programs

A Preliminary Exploration

from a Traditional and Non-traditional,

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Introduction

Traveling, with the purpose of learning, has been an emphatic trend in the adult education field. This mission of learning commenced with the early wandering philosophers, the sojourn abroad sought as a "finishing" to one's educational experiences, and in the United States found formal root with the vacation community of Lake Chautauqua. A model that combined education, religious instruction, and recreational pursuits within a residential environment thus began a process and format that has found multifarious realization since.

Aided in recent times by the tourism boom, cost-benefit affordability, an attitude of positive and productive deployment of increased leisure time, populations with increased disposable income, the momentum of alumni seminars, credit and non-credit overseas opportunities created through higher and community education establishments, specific purpose co-ordination by organizations and individuals; a marketplace demand is being satisfied. A plethora of pursuits available for young to older adults in general or designated programs now abound.

Potential

The range of travel and study activities is as extensive as our imaginations and span all forms of personal endeavor from skills for daily home and workplace functions, to exploring new interests for personal enrichment, to searching for greater spiritual fulfillment. Eisenberg (1982), in his handbook lists such activities as learning vacations available in these formats: as educational travel; at archaeological excavations; in the wilderness; through arts, crafts, and photography; following cultural routes; of folk origin; for gastronomical explorations; with writer's conferences; and includes a special section for the Elderhostel experience.

The significant extension from these activities is that such learning opportunities can be accomplished at any venue around the world, and fulfilled through parallel or affiliated organizations. For example, the Institutes for Learning in Retirement that followed the founding of the Institute for Retired Professionals at the New School for Social Research in New York City and that are now fostered by Elderhostel, reflect the French initiated University of the Third Age which has branches in other European and Pacific countries.

Prominent writer of travel manuals, Frommer (in Gross, 1988b) advocates educational travel and he extols as examples, the virtues of yoga retreats, health farms, and Danish folk high schools as holiday ventures. Gross (1988a, p.1) predicts a 1990s magnitude of learning of every kind: "practical, professional, civic, and spiritual," coterminous with life and enhancing every aspect of living. Such learning is perceived as taking place in a "rich array of organizations, institutions, and

associations" and in a style of collaborative mutuality.

Naisbitt's (in Adkins, 1989) prescience for the millennium is the "renaissance in the arts, in literature, and in spirituality" as we search for what it means to be human and to be better equipped to explore this reexamination. He heralds the "era of globalization" (p. 16) and, in fact, states that this has already begun, mirroring the exhortations of the international educationalists. This trend is determined by acknowledging that we live in a world where people and nations are increasingly connected, thus supporting the charge to introduce international education to all sectors of educational experience.

The preceding paragraphs conceive informal and voluntary aspects of learning choice primarily, non-credit and post-compulsory in nature, and imply activities sought by the insightful, reflective, independent, discriminating, and affluent adult. Much is happening for the college and university phase of young adult or mature-age/reentry student education - in the form of credit abroad programs.

The University the author represents evidences extending waves of opportunity as it manages a consortium of Universities for an extensive British Studies program, offers foreign language courses in the native speaking countries of Mexico and France (based on the Eurocentre concept), conducts academic programs in the Caribbean, Australia, Austria, and Japan, arranges semesters abroad in Wales and Germany, and is negotiating a semester to be progressively staged in different overseas countries. Access is still by choice, costs are not significantly higher than a term equivalent course of study on campus, and the success of such programs of study is attributable

to sound and consistent focus on academic excellence.

Participating students mark the increased confidence, adaptation to living within alternative lifestyles, and greater awareness of common human needs, motives and ambitions, as personally beneficial and positive elements towards improving life chances and career prospects.

History and Trends

Post World War II, two major organizations emerged in the United States of America to foster international relations through exchange. The Council on International Educational Exchange (CIEE) was established in 1947 at the urging of the U.S. Department of State to help reestablish student exchanges. Now this body develops a wide variety of study, work and travel programs for American and international students. This non-profit organization has observed first-hand student and educator participants as they begin to understand the "complex, social, political, and economic ties interconnecting the global community." (Advisory Council for International Educational Exchange, 1988, p. inside front cover).

Considered the "most famed" of American international exchange enterprises, the Fulbright program of fellowships is highlighted by Brademas' (1987) reference to its inception clause as encouraging people to "develop a capacity for empathy, a distaste for killing ... and an inclination for peace." (p.9). In examining his role in teaching overseas, Lewis (1989) states that such an experience was consciousness raising, in that it "made me understand the struggles in developing countries and how desperately urgent and important it is for those of us in the privileged developed world

to understand the nature of that struggle."

In the past twenty years there has been an accelerating development of organizations offering direct access or advice regarding further learning experiences through travel. Commenced in the 1970s, Elderhostels epitomize the adage: "you are never too old to learn," and Eisenberg (1982) quotes Aeschylus in his chapter on this organization: "learning is for ever in the freshness of its youth, even for the old." (p. 229). Prompted by the commercial, educational and community enrichment advantage, Universities and Colleges are now responding through their Continuing/Lifelong/International/Further Education Divisions to carve a place in this market.

Examples of this is the evolution in the past few years include the University of Queensland, Australia, TraveLearn agency which arranges a series of out-going and in-coming field, weekend, National Park, educational, and travel programs as part of Continuing Education activities. Also, the University of Wollongong hosted Australian College of Seniors, affiliated with Elderhostel, is in consultation with nation-wide university systems (such as TraveLearn), to co-ordinate relevant courses oriented in-country.

Of longer establishment are institutes such as the Coombe Lodge (U.K.), Management Development Centre for Further and Higher Education, or private foundations such as the philanthropically-developed, West Dean Community for the preservation of age-old crafts. A survey of personal growth centers provides almost an infinite international network of residential or training opportunities for participants

from round the world, and a sharing exchange of lecturers among groups such as: Relaxation Centre (Queensland, Australia), Findhorn Foundation (Scotland, U.K.), or Windstar Foundation (Colorado, U.S.A.).

In the past ten years there has been a virtual explosion of private and non-profit organizations entering this field, such as travel companies creating personalized educational tours or transport and curriculum packages, bodies offering training programs in fields from health to aspects of professional development, associations conducting experiential or observational explorations, agents selecting individuals from throughout the world for internships, semi-government associations promoting courses from the folkloric past to satisfying present and future learning interests, or the overseas study advisory agencies (some with cooperative Colleges and Language Training Schools in foreign countries); all pertaining to and actively enlightening clients and participants to global issues.

Concepts

Underpinning this growth industry are a number of positive concepts which can be adapted to the circumstances of credit/non-credit programs and an interchange of student participants. Of prime focus is the value or importance of foreign students in programs for cultural exchange and contribution: for exposure to other systems and procedures, to forge better advised international relations based on appreciations and understandings that illume crucial Earth issues, to foster internationalism (Chandler [1989] advises Japan seeks to accommodate 100,000 foreign students by the year 2000 under its policy of internationalism), and to accomplish educational purposes and

interests.

These cross-cultural perspectives engage people in consciousness awakenings that aid acceptance of the interdependent nature of people and countries of the world, prepare all for citizenship in a globalized society, expose all in adjustments to the nature and depth of unique worlds and peoples beyond the doorstep, and create professionals well equipped for international career activity. Within these spectrums, pursuits range from responding to the desire for social interface to the attaining of popularized graduate study credentials overseas.

Although concerned with students following the academic route, the National Association for Foreign Student Affairs -- Association of International Educators' policy statement selection (in Lewis, 1989) can be extrapolated for all participants in an educational process that expands one's vision and experience through interaction with fellows in alternative environments:

> International educational interchange, viewed traditionally as encouraging international scholarly development and fostering unofficial diplomatic communications, is increasingly linked to new global imperatives. These include the need to stabilize the world economy, halt damage to the physical environment and the supporting life systems of the planet, deal with widespread assaults on human rights and cultural values, relieve nations of the enormous and wasteful burden of armaments, and cope with deepening world poverty and hunger. (p.9).

Aspects of environmental importance are echoed once again in Naisbitt's (in Adkins, 1989) advance that we are beginning to attend to "every condition that may limit future growth." (p.17). Sensitized adult learners from educational travel and study can hopefully be more aware of the greater planet and thus can impact upon their home communities to infectiously spread committed concern and action regarding

global issues.

Developing a highly versatile intelligensia that helps a country compete successfully in the increasingly technological global economy is also a major encourager in supporting overseas exchange and training, be it graduate study, placement in subsidiary multi-national enterprises, or gaining exposure and ideas to alternative initiatives beyond the home base. This future oriented approach is strongly emphasized in the Advisory Council for International Educational Exchange (1988) report on Educating for Global Competance:

> Internationalization of higher education including study abroad is no longer merely desirable, it is a necessity ... no longer view the world with some detachment as an interesting and diverse place where we inevitably exercise political leadership ... must realize and prepare for our intense interdependence with other countries. Every day great numbers of our citizens deal with problems and decisions arising from relationships with people in other parts of the world. (p. 21)

Challenges/Benefits

The above sentiments have been echoed by DiBiaggio (1988) in addressing the competency required to overcome the "lack of language skills, the unacceptably low level of knowledge of international places, events and issues, and the shortage of specialists who can manage our international affairs in both the public and private sectors." (p. 2). Piccigallo (1989), in attempting to focus Americans on thinking globally, and in adopting an international perspective, consciousness, and understanding, emphasizes state, federal, business, community, and higher education initiatives. Primarily, the agendas of groups such as the National Governor's Association, American Council of Education, and the Commission on National

Challenges, among others, require translation into reality as we leave behind "a tradition of isolation deeply rooted in our nation's past." (p. 31).

Likewise, the Liaison Group for International Educational Exchange recommends developing multipolar leadership and identifies the following challenges within the "global landscape":

1. Increase public awareness about our growing need for international competence and develop a national action plan (p. 5).
2. Build U.S. International skills through expanded international exchanges (p. 6).
3. Use exchanges to establish the common base of knowledge needed to address global problems (p. 7).
4. Support human resources development for less developed nations (p. 7).
5. Promote international cultural understanding through strengthened exchanges in the arts (p. 8).
6. Forge a broader coalition within the U.S. to support international educational and cultural exchange. (p. 9).

Specifically, the Hansel & Grove (1985) study promotes increased educational benefits as a result of travel and study programs. In the following student-developed personal characteristics they provide a descending order of gain accordingly: awareness and appreciation of host country and culture, foreign language appreciation and ability, understanding other cultures, international awareness, adaptability, awareness of opportunities, critical thinking, non-materialism, independence: responsibility for self, and awareness and appreciation of home country and culture. In describing the bombardment of the senses with new information that occurs in new environments, they add "scientists studying the learning process have discovered that in situations of high stimulation such as intercultural homestay, the hormonal and neurological systems actually improve the brain's capacity to learn and remember.

(p. 90).

From positive outcomes at a personal level for the individual, Knox (1990) provides a series of benefits derived from "greater international comparative understanding" (p. 17) that influence program content and processes because of the acquisition of innovative ideas, acknowledgement of relevant trends, impact of societal influences, successful transportability of programs, and exchange with foreign counterparts. He recognizes that a global perspective applied locally can enhance policies, planning, and programs.

The merits of exchange are reinforced by Worthen (1991) quoting Goodwin & Nacht when they encourage faculty experience abroad, not merely to participate in and present at significant professional gatherings, but to "gain international competence, including an understanding of language and culture." (p. 13). Damon (1990) forecasts the personal and professional enrichment resulting from purposeful foreign travel and hallmarks both the "ideas for innovations" and rewarding "personal contacts" (p. 22) resulting from connecting with colleagues and programs in other lands.

In an attempt to collate a chart of balance for pros and cons in developing, implementing, and undertaking travel and study programs, the following composite list draws from Burn & Smuckler (1990), Knox (1990), Chandler (1989), Kniep (1989), Ebersole (1988-89), Advisory Council for International Educational Exchange (1988), Brademas (1987), Cassell & Cassell (1987), Hansel & Grove (1986), Mestenhauser & Barsig (1976), and Baumann(1975).

BENEFITS / VALUE / IMPORTANCE	CHALLENGES / PROBLEMS / ACTION
Influential Alumni throughout the World Alumni who - speak host country language - appreciate host culture - receptive to goods & interests (trade, commerce, tourism) Sustain non-viable graduate programs Attract "best and brightest" Revenue source "Pay own way" with assistantships Contributes as class resource Foreign Students/Faculty assist in new course develoment Professional networks maintained Learning of different cultures Develop mutual understanding Research/Learn/Broaden Horizons/Travel (Intellectual, Educational, Cultural) Student/Consumer/Tourist Understand struggles of developing countries Contribution on return to home country Assemble resources for use in home country Break-up homogenous population, Combats parochialism Intellectual curiosity & liveliness Positive effect on Institution & Community Laboratory setting - learning from 'leaders' Concentrated study from experts and environment Develops professional & social polish, competitive edge Develops public relations between countries Opens professional opportunities	Prescreening Shortfalls Supporting social, psychological & fiscal well being of students Staying competitive with rising costs Adapting curricula to foreign student needs Revamping curricula Negotiations & Logistics (incl. cultural learning opportunities: homestays, internships, etc.) Maintain Quality & Standards Deteriorating finances of developing countries Financial aid Reducing Prejudice & Hostile/Fear attitudes Helping foreign student understand culture of host country Equality of Access Language Fluency/Training Integrated or Free-standing programs Institutional structure supportive Faculty internationalization Overcoming misconceptions forming barriers to overseas education Expansion into broader subject fields Follow-up with foreign graduates Costs overall restrictive Time-consuming pre-planning with unsure outcomes Financial/Time Constraints on outgoing students

Lifelong Opportunity

The notion of study/travel programming goes beyond the traditional view of immediate, local provision of learning experiences to supplement the transference of knowledge and culture. Studying and learning, abroad or via the vehicle of domestic "arm-chair travel" courses, embody the essence of continuing education for the recurrent learner. The process is one of life-span attention to taking advantage of opportunities to continue to develop one's knowledge, skills, attitudes, and sensibilities in a progressive manner of experimenting with new learnings to accommodate life cycle and crisis needs or complementary interests.

Willis and Enloe (1990) cite the UNESCO principles that describe what can be achieved through global education within the physical, personal, and educational setting of an institution:

1. An international dimension and a global perspective ...
2. Understanding and respect for all peoples, their culture, civilizations, values, and ways of life, including domestic ethnic cultures and cultures of other nations
3. Awareness of the increasing global interdependence between peoples and nations
4. Abilities to communicate with others
5. Awareness not only of the rights but also of the duties incumbent upon individuals, social groups, and nations towards each other
6. Understanding of the necessity for international solidarity and cooperation
7. Readiness on the part of the individuals to participate in solving the problems of his community, his country, and the world at large. (p. 179).

Herein is the basis for curriculum development, and it is added that elemental is the exercise of will to choose avenues to accomplishment, be it through the

momentum and impetus of self education. In principle, pursuit of international study and learning through travel extols a flexible array of useful and purposeful experiences for one's education, work, recreation, and retirement. The run of educational travel alternatives highlighted in Adult and Continuing magazines and newsletters are testimony to the interest and benefits sought by the clientele from various endeavours.

Hence, we witness the world-wide classroom with the scope of the European-based International Agricultural Exchange Association arranging experiential exposure for young men and women seeking farm and homemaking work and practice in foreign countries; or Bartley's (1989) U.S.A. Weekend article exhorting families in "Traveling Smart" to vacation and learn; or 'explorers' of all ages becoming the investigating/laboring complement of an Earthwatch expedition; or guest lecturers guiding an American Museum of Natural History Tour in the field; or interested parties taking the Educational Traveler company group departure to the U.K. to attend a continuing education course at Oxford University; or University and College students undertaking studies abroad; or participants from around the world participating in an International Culture Workshop on educational folk resources, for example. Evidenced in all of this is Cropley's (1985) definition of lifelong education as the "purposeful, systematic facilitation throughout the lifespan of deliberate goal-oriented learning." (p. 3078).

Interviews with directors of International Education programs emphasize the academic imperative of credit abroad study courses. Even the short-term summer exposure achieves the return of broadening a student's world view, creates intellectual

depth, provides experiences with faculty in other settings and the "picking of minds" of guest lecturers, combats provincial viewpoints, develops cultural sensitivity, adds social and professional polish, and creates wider personal horizons and career opportunities.

Implications

In the opening passages of this paper, it is suggested that traveling with the purpose of learning is a trend, and the intention has been to support its arrival and the necessity to respond positively to this burgeoning movement. Fast growing and populated by numerous providers, travel industry editors are confirming the U.S. travelers selection of alternative destinations and methods of participation for significant learning vacations. Predictions for the 1990s herald that "as never before U.S. travelers will be on the move around the world -- headed virtually any place not experiencing political unrest, terrorism, or natural disasters". (Hunt 1989, p. 4). Private operators have aggressively entered this domain as an indication of the profitability envisioned. Expansion of the potential of travel-study beyond traditional institutional offerings is occuring. The breadth of opportunity still enables personal exploration, yet also facilitates purposeful learning through the supportive group experience.

American institutions are heeding the call to maintain a world-class workforce and "becoming more cognizant of this responsibility" (Yantis, 1990, p. 27) in developing curricula or support programs to educate the citizenry to function globally. By internationalizing the curriculum, we are aiming at developing a learned, rather than trained, society that is educated, aware, productive and adaptive. Therefore,

international education, in today's increasingly interdependent world, is at the threshold of becoming an integral part of the institutional mission.

Various approaches have been implemented to achieve this goal: incorporating studies and languages within an undergraduate core curriculum, educational travel and courses for academic credit at all levels of study, affiliations with foreign institutions, university centers abroad, overseas learning vacations and lectures within continuing education programs, and consortia (with other domestic or foreign institutions/organizations governments) for strengthening participatory learning and aid links. Extra-curricular efforts for academic students and the continuing learner act as adjuncts to the formal course loads.

Access to information is a difficult path to pinpoint for the lay peruser of such opportunities, and one question to be answered is how to effectively outreach for informed selection by all potential beneficiaries of these experiences. The determined, deliberate proactivator can discover, the artist-craftsperson can investigate specific trade journals/magazines and guilds for available overseas studio space or symposiums, a youth worker can contact affiliated colleagues on the international network to arrange visitation learning exchange, members of professional and special interest organizations receive detail of overseas conferences, or an individual following a particular tradition learns through his/her community of ongoing programs and specific classes.

For those outside regular contact networks, however, Eisenberg's Learning Vacations, Cohen's volumes, and Frommer's The New World of Travel may stimulate

interest via libraries and bookstores. Information and research are readily available for formal studies in all institutes of higher education through offices of Student Affairs or International Education, and/or reference libraries to promote possibilities for overseas study and scholarship opportunities with lists of direct contacts in sponsoring and resource agencies.

Educators of young and older adults, as facilitators of learning, can opt for coordinating such activities or, at the very least, ferret and advise to broaden the perspectives of co-workers and clients. It is the "new rapport toward which the world must strive" that Peck (1991, p. 174) places as the "wherewhithal" of educators. Whilst satellite communication links our minds and hands electronically, first-hand experience is still the most rewarding and impactful of teachers: to "absorb information ... which no textbook can convey, as a result of direct contact" (Panton & Dilsaver, 1989). If we can become aware and can attune to a heightened consciousness as well as the practical imperatives, then it is time to reflect with critical concern for action on the Fulbright comment:

PERHAPS THE GREATEST POWER
OF EDUCATIONAL EXCHANGE
IS THE POWER TO CONVERT NATIONS
INTO PEOPLES AND TO
TRANSLATE IDEOLOGIES INTO
HUMAN ASPIRATIONS.

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